

ISSUES & EVENTS

Vol. 2, number 7 October 29, 1970

■ What kind of Code Does SGWU Want?

Three documents are printed in this number of Issues & Events: a University Code in the Socio-Academic Areas (page 8); a working paper on the Role of Ombudsman (page 9); and regulations on Academic Evaluation and Academic Offences for the Collegial and Undergraduate Programs (page 10). Together they constitute the proposed new approach to the disciplinary organization of the University. They are designed to cover all members of the SGWU community.

■ The War Measures Act and civil liberty, page 3

■ A Happy Motoring Manual for the 70's, page 5

WAR MEASURES ACT DEFINITIONS



Joseph Mouledoux (top right), an American who is an associate professor in Sociology, exchanges his interpretation of the War Measures Act with that of Robin Burns, assistant professor of History.

M: I think Pierre Trudeau took an extremely important step when he invoked the War Measures Act. But first, it seems obvious that in order to enforce the War Measures Act the government has to identify a group as the enemy. To be the enemy means to be outside of the polity and to significantly threaten that polity. One might argue that those members of the FLQ who engage in terrorism are, because of their behavior, outside of the legitimate political realm. Whether they significantly threaten that realm is another question.

But clearly the political leaders who invoked the War Measures Act think these men of the FLQ are "outsiders who pose a significant threat." To think this is not to prove it and so a tremendous political responsibility now rests on the shoulders of the leaders of government.

B: If I may use a historical analogy, the one which comes closest to my mind is the Winnipeg General Strike of 1919 - the "Red scare" in Canada. The government's response (and it was in peacetime) was to amend Section 98 of the Criminal Code, which restricted

civil rights more than the War Measures Act does now, and to amend the Immigration Act, which gave the government arbitrary power to deport even British subjects who were not naturalized Canadian citizens. But you say the responsibility lies with the government. I don't think it does if this analogy applies. The responsibility for getting Section 98 repealed was not the government's. Section 98 was not repealed until 1936. The government was never forced by the political sensitivity or political action of the people. The only thing which allowed Section 98 and allows the War Measures Act to exist was the political insensitivity and political apathy of the people. Section 98 defined an unlawful association - the way it is defined now - as any association which advocates violence to achieve political, economic and social change. The interesting part of section 98 was the way in which the government could prove that you were part of an unlawful association. If you were seen at a meeting, if you carried a badge or waved a flag, you were assumed to be a member unless you proved the contrary. The burden of proof was on you. It's different here because I think the normal court practices will follow detention (of FLQ suspects).

M: Your point is that the Canadian people have been apathetic in the past. The implementation of the War Measures Act, with no corresponding restriction on the press, on opposition parties, and so forth, should discourage apathy and encourage the kinds of discussions that would deepen one's understanding of what it means to live in a "liberal-democratic" state faced with terrorism. Let me make a comparison: in the USA Attorney General Mitchell is reported to have said: "we would never do such a thing" (as invoke an act similar to the War Measures Act). He then went on to predict (and prediction can frequently be a form of blessing) that in the USA vigilantes would solve the kind of problem Canada now faces. This kind of a statement, I submit, discourages political discussion and reflection and encourages the lowering of the political morality and sensitivity of the American people. On the other hand, Trudeau used the power of his office to make a decision which has such far-reaching political implications that it must encourage sincere reflection and discussion in all sectors of the Canadian society.

B: I hope that will happen, but the kind of comparison that strikes me is not in the US, but with Quebec in the 1950's. Look at the kind of system Trudeau and Marchand had the reputation of helping to bring down, Duplessism. Their activity today - the slur on FRAP - is the kind of activity that Duplessis used against Marchand in the 1950's, accusing him of being a "Commie Red".



There is no excuse for saying, "I don't know what the word Front meant". I was thinking of the kind of slogan that I might write on my sign when I walked in the streets, and I was going to paint the "The Ghost of Duplessis Haunts Us Again", and I think the "Ghost" is Trudeau and Marchand. Now, as an historian, I have to suspend judgment about the War Measures Act as to whether or not there was a revolutionary situation. But everyone is entitled to his political opinion. If Trudeau invoked the Act devoid of partisan politics, I think he would have done it differently. I don't think that such an outward presence of force was necessary; you could have proclaimed the War Measures Act, made your political arrests - the troops didn't make the arrests. And then I think he started botching the administration of the Act by giving a great deal of autonomous control to local police forces to settle grievances. I would also argue that Trudeau is now making political capital out of it - I'm not saying that he invoked the act for political reasons - but if it is a responsible act, I would not expect him to make political capital out of it.

M: I agree that whether or not there was a significant revolutionary threat is a judgement which will emerge not in a month or two years, but in a number of years. But, let us assume that it was a revolutionary situation and that it called for some kind of action on the part of government. (This view assumes that government has the right

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WAR MEASURES ACT

2

DEFINITIONS

to protect itself). The question then becomes, given the nature of Canadian society did the government have the kinds of instruments, i.e. police power, to protect itself without implementing the War Measures Act? I would suggest that the government did not have these instruments. In fact, if the government had developed the police apparatus necessary to keep track of probable terrorist groups and organizations, we would be inclined to draw the conclusion that we live in a quasi police state.

B: We are assuming a revolutionary situation exists. Well, why does it exist? One of the reasons obviously is the economic, social and intellectual condition of society. If this particular act is devoid of political overtones and only concerned with stopping a revolutionary situation, then quite clearly one of the things which would stop a revolutionary situation is a new set of policies designed to solve the economic and social problems in the community. There exists within Quebec today an organization and political movement (FRAP) which is addressing itself directly to solving those problems and the government's response is to slander it. Instead of allowing social reform to take place, instead of legitimizing that, in fact encouraging an organization to change a revolutionary situation, they slander it and accuse it of being terrorist.

M: It would be naive to deny that certain politicians would attempt to make political capital out of the kind of concern created by the implementation of the War Measures Act. But this may be relatively unimportant, that is to say the political gains may be extremely short-lived.

B: Indeed, they're going to perpetuate a revolutionary situation.

M: Well, I was speaking to the point of individuals trying to make immediate political capital. Another point is if a political leader - in this case Trudeau - defines a situation as revolutionary, what kinds of obligations does he assume other than removing the immediate



threat of revolution? I feel that he has the obligation of seeking some understanding of the reasons for this revolutionary situation. The simplest analogy being the definition of drug abuse as a major social problem, and the establishment of the Commission of Inquiry Into The Non-Medical Use of Drugs. Trudeau has placed himself in a very interesting situation. Either he has to inquire into and provide the public with some explanations, or he has to admit that he found a revolutionary situation and that he took no steps to alleviate it other than invoking the War Measures Act. If he starts an inquiry, he certainly will have to investigate social and economic factors.

B: I disagree. I suspect that Trudeau would evaluate a revolution not in so-

cial and economic terms, but in psychological and ideological terms. Surely, if a man believes that, he doesn't come to the conclusion that it is a revolutionary situation immediately. I think he made this clear in 1968 when the rhetoric in his campaign indicated the government had to withdraw from social and economic activity. The government has been preoccupied with constitutional change and the fight against inflation. I suspect that we're seeing the beginning of Trudeau's so-called "solution" of the revolutionary situation this way, and not in the direction of social and economic change which could have occurred two years ago.

M: You mean a solution by oppression?

B: Right.

M: Do you mean to say that in 1970 in Canada with its complex traditions and multiple party system, that Trudeau is embarking upon an albigensian extermination?

B: I am suggesting that he can use the War Measures Act as a process of winning the next general election and would use that kind of hysteria, that kind of apathy of the Canadian people towards the use of it, the way McKenzie King used Section 98 of the Criminal Code from 1921 to 1936.

M: He may be in the process of losing the next general election.

B: You don't know the history of Laurier. Laurier was the English Canadian's French Canadian to deal with the problems of a French Canada at the turn of the century, problems which the English Canadians defined as largely clericalism and ultramontanism. Now, Laurier said all the right things and I suspect that Trudeamania is exactly the same phenomenon - that here is a French Canadian who is going to look after the problems of French Canada for English Canadians. And I'm convinced that his actions have the massive support of the Canadian people, in fact perhaps the one complaint is that he did not go far enough.

M: That may be true but I'm not prepared to comment on whether the Canadian people have said that he hadn't gone far enough. My point is that regardless of his motives, Trudeau has shown the Canadian people, shown in a very small capsule, the inevitable conclusion to a democratic society faced with terrorism. I submit that this provides the Canadian people with a unique opportunity for political growth, and some have already responded in a positive manner. The Archbishop of Montreal, for example, has asked that a committee be formed to review the cases of those detained. Here we have the notion of a kind of civilian review board. A second example is Mr. Kierans' suggestion (or statement) that politicians and others who use the War Measures Act will be held accountable. Here the concept of the accountability of government emerges. The question to whom they

are accountable is wide open. One can view the implementation of the War Measures Act - under these conditions of a free press, opposition parties, concerned church officials, and so forth - as a kind of experiment. We should be very alert to this experiment and attempt to see clearly what exactly happens when a representative government uses such an act as the War Measures Act. We may be able to even learn from this experiment. Hopefully, we will learn so well that Thucydides' point, that a democracy cannot cope with political crises, will not longer apply.

B: I would like to see that occur but ultimately, the only people who hold politicians accountable are the people and I'm afraid that at this particular juncture of Canadian history, I'm not very optimistic.



The writer, a French citizen, is an associate professor of French. Professor Euvrard draws analogies with events in the United States, the Algerian War and the May '68 student uprisings in France and goes on to discuss the implications of the War Measures Act on civil rights. He asks that those interested in contributing to the Quebec Civil Liberties Committee should send their donations to the Committee headquarters, 423 St. Catherine Street East.

a question of civil rights

michel euvrard

Ten days ago, a Montreal teacher wrote to his principal informing him that he could no longer undertake to teach his course on the sociology and civilization of Quebec for fear that the matter under discussion would attract reprisal under the War Measures Act.

It is certainly fascinating to speculate upon what really took place in the few days when the Quebec government gave the impression that it was willing to negotiate and the federal government gave the impression that it would intervene to impose a "hard-line", only to "reveal" later that both Mr. Drapeau and Mr. Bourassa have asked that the troops be sent in. To speculate whether Mr. Trudeau could not have sent in the troops without invoking the War Measures Act. To speculate further whether the federal government (or Messrs. Trudeau and Marchand) are not now seeing their opportunity to quash all opposition in Quebec, including such democratic organizations as FRAP and the Parti Québécois, and to offer to Canada a "final solution" to the Quebec problem; or were they simply doing Drapeau a good turn.

It is tempting to cast oneself in the role of Trudeau and the other protagonists, acting out a kind of political scenario. The kidnappings of Mr. Laporte and Mr. Cross are tragic and stupid and their tragedy is dubbed in by the political rhetoricians.

Again it is possible to seek analogies between the situation in Quebec created by the FLQ kidnappers and the government reaction, and the civil war in the U.S. between the Black Panthers and the police, or the confrontations between students and Blacks and Reagan in California, or as the *Gazette* did on Monday, France in May-June, 1968. But the students have their campuses and the Panthers their ghettos; and they are the ones being attacked. In France in 1968, nine million people went on strike, the students occupied the universities, organized within them the rudiments of a counter-society, opened them up to the public, especially the workers, launched from them (while it lasted) an effective propaganda campaign; the workers occupied the factories and in some cases ran them and the city around them. It seemed possible that the structure of society might collapse - on the other hand there had been no kidnappings, no political assassination, no terrorism, no systematic destruction.

The government did not have recourse to anything so drastic as the War Measures Act (but it did use 15,000 riot police and hold troops in readiness). Five revolutionary organizations were outlawed, their leaders and militants arrested (about 800), the universities repossessed. The workers' strike was settled by negotiation, a date was set for new elections. Public opinion had been, in Paris at least, sympathetic to the students (largely because of blatant police brutality). It swung right around overnight, and the whole movement collapsed in a few days. The voters returned an enormous Gaullist majority, just as Montrealers voted overwhelmingly for Drapeau - and that's the only revealing analogy.

No, the situation in Quebec - by the invoking of the War Measures Act - is

potentially more similar to the situation that slowly grew in France from 1958 to 1960 with the development of the Algerian War. Again, the French government did not openly assume exceptional powers, but little by little, it became common practice to arrest people without warrant, detain them for up to five days without their appearing before a judge (it was longer for Algerians), torture them, kill them in some cases.

Newspapers and magazines opposing the war, denouncing the tortures, supporting conscientious objectors, were repeatedly seized - and what newspaper can long afford the loss of issues with subsequent loss of advertising revenue?

All of this was illegal but it was done. All of this (except torture and killing) is legal here. Will it be done?

The federal government has promised to introduce a new bill for discussion in the House of Commons next week. But the prime minister originally said that the War Measures Act would be in effect for six months. The credit for a new bill better adapted to the situation must go to the opposition (if such a bill is going to be passed).

Moreover, although it is ultimately responsible, the federal government has delegated the power to implement the Act to the provincial governments. In British Columbia, students have been invited to denounce teachers whose words might be interpreted as support of the FLQ.

In Quebec, the refusal to make public the list of the persons arrested or of those released has made it impossible to check the official figures.

To quote editorialist Claude Lemelin in *LE DEVOIR* (Oct. 27): "True, Justice Minister Choquette has recognized on October 21 that 'prisoners were entitled to legal counsel', but he added that there were administrative difficulties to letting them retain and consult a lawyer, and these bureaucratic necessities have been so stringent that Me Jacques Bellemare

five days later protested publicly against the fact that the persons detained were still denied a right not suspended under the War Measures Act, and this according to the Quebec Bar Association itself. Yet that same professional association, which one would expect to be the most ardent defender of civil rights, merely advised the prisoners that they could appeal for legal assistance; and its members have declined to help."

The Quebec Civil Liberties Union announced on Tuesday that it had struck a "committee for aid to persons arrested under the War Measures Act"; the committee has been approved by the Minister of Justice, and will see to it that

- prisoners can communicate with their families
- prisoners' families, especially children, are not in need
- security imperatives do not jeopardize the rights of prisoners
- persons arrested, then released without any charge against them, are not otherwise penalized
- any irregularities witnessed by or reported to them are brought to the attention of the Minister of Justice.

This is fine but, to quote Claude Lemelin again, "it took the Minister a week to overcome his reservations, inspired no doubt by his determination to defend democracy. Until today only Mr. Choquette's word and the solemn assurances of police spokesmen reassured us that the arbitrary powers conferred on them by Ottawa were not misused."

How long will it be before lawyers are secured for all the people still detained, and the QCLU committee can begin its work? Meanwhile some 400 people have been arrested, many of whom could not possibly be directly involved with the FLQ for the simple reason that they were too well known - Gaston Miron or Pauline Julien for instance, or for that matter Gagnon, Vallières, Me Lemieux and Michel Chartrand themselves. A friend of mine, Louise Trépanier, who was arrested, is 4½ months pregnant. A woman was interviewed on *Format 60* Tuesday night; she was arrested in the middle of the

night while her husband, a civil servant, a union official and a PQ member, was out of town (he was arrested that same morning) and their two little girls left alone in the apartment. Several similar cases are reported. True, 220 persons have allegedly been released, but there are several reports of persons arrested, released without a charge, having lost their jobs because their employers equated arrest with FLQ affiliation. 600 copies of the current issue of *Noir et Rouge*, on the "non-violent revolution" (!) were seized.

It is clear that there will be no redress for injustices already committed and that there can be no assurance against future injustice under the War Measures Act, or any similar "special" law.

It would also appear that it is not efficient as a police measure since Mr. Laporte's murderers and Mr. Cross' kidnappers have not yet been found.

The adoption of such measures first manufactures the feelings of fear and insecurity that the measures are supposed to relieve. It creates a climate of intimidation, even of persecution, and sets the stage for the appearance of the "silent majority" syndrome.

The leaders of the Quebec Federation of Labour, the Confederation of National Trade Unions, and the Quebec Federation of Teachers have formed a democratic front with the Parti Québécois to demand the repeal of the War Measures Act. Their common stand is weakened, however, by the defection of several of their member-unions. The union leaders whom I heard on October 18 insist, against more radical youths or "intellectuals", that a "democratic front for the defense of civil rights" was the least but also the most that could be attempted, were right. This opposition by the rank and file is a sign that MM. Trudeau, Marchand, Drapeau et al. have in part succeeded in what they were perhaps not attempting: the people of Quebec have been duly horrified, or intimidated, or made to feel ashamed, or guilty, or afraid.



Biéler exhibit

André Biéler - 60 years, Weissman and Gallery 1 through November 7.

My special interest in André Biéler lies in the fact that he has painted in Quebec for many years, and the expressions of his milieu are worthy of close observation.

Mr. Biéler is an engaging figure with his crown of white hair, sparkling eyes and warm, generous handshake. It is not surprising that his pictures reflect the impressions of people and their lives; there is a communion of spirit among people of all walks of life, a diversity akin to man in his universe. There is a participatory quality in his expressions which reflect his philosophy of life.

His skill is evident in the line, form and colour of his paintings. The "market

place" and its busy people, many of whom he knew as friends. The portrait of a "citizen of l'Île d'Orléans" carries in it a time in the history of Quebec. The procession of "La Fête Dieu" offers flickers of light and the flowing lines of slow-moving figures. It is an expression of the union of universal language spoken in gesture and form among people sharing in life's great adventure "le bonheur, la joie de vivre". The uncommonly bright colours of the "market-place" - the passionate reds and oranges - depict some of life's most solemn events.

One enters into an atmosphere, sharing the artists reality. This is evident in his expression of John Kennedy's death - the solemnity of the event, the light put out, the ikon turned upside down and the crowd staring in disbelief.

With sensitivity and imagination, the artist has experimented in different forms, line contouring moving crowds and the happy juxtaposition of form and colour reflecting life itself.

A.M. Hopkins



The Market Place

university council

Time is short, though this government is showing more willingness to see what the universities can do than did its predecessor. The efforts of the Conference in this direction over the past five years have not been very effective, partly because of the decentralized nature of the universities, themselves. The universities' ability to deal with their own problems will therefore depend in large measure on the understanding of the seriousness of the situation that the academic departments demonstrate.

There are no indications yet, the Principal said, what mechanism the government will use in dealing with next year's budget decisions. However, we are going ahead with the preparation of our 1971-72 budget, based, as usual, on what we believe necessary. No final word has been received on expected adjustments to the current grant, and negotiations are still under way with regard to our 25 additional faculty appointments. Dr. O'Brien noted that enrolment in 1971-72 is likely to

drop in the English-language universities to a greater extent than was forecast, one reason being the higher failure rate occurring in Collegial 1 and consec the lower retention rate between Collegial 1 and Collegial 2. During the coming four to six weeks SGWU will have to develop a viable working policy based on this development.

It was reported to University Council that the ESA Executive has maintained its refusal to make appointments to the various courts and committees under the present Code of Student Behaviour, despite Wayne Gray's support for a compromise that would have named representatives to sit until the end of the year. After discussion, University Council empowered the steering committee to fill these and any other places unfilled at the end of October, as is required under the Code. It also agreed that four representatives of the ESA should be invited to participate in its discussions of the proposed new University-wide code.

rectors' meeting

Commenting on the recent plenary session of the Conference of Rectors and Principals at Laval, Dr. J.W. O'Brien said it is clear that Quebec is moving rapidly towards a coordinated system of higher education. And if the universities prove unable to coordinate their own activities, the government will step in.

I would like to comment on Dr. Scot Gardiner's article on "Universe U.", in particular "evaluation".

I personally think that he's leading the University psychology department down the proverbial "Garden Path". He seems to believe that we are all monkeys working for our raisins and that we don't enjoy learning, and therefore we should adopt a self-evaluation method.

Let me first say, Dr. Gardiner, that self-evaluation, or a peer rating system, only works in a closed atmosphere and then only after a period of time. How do you evaluate a class of 500 in a half course? Do MMPI tests tell his worth? Unlikely!

First, we may be monkeys but in most cases we have goals. One of the primary goals is to graduate (immediate goal). Although this way not be his total objective, it is an objective. Any business which does not run by ob-

jectives will surely fail. The time has come for the university to run as a business or corporation. The university is producing a product, but what kind? Even the professors don't seem to know.

When professors (especially in Psychology and Sociology) can't even agree on the course format, or exams for the first course in their respective subjects, where are their objectives?

The objective of the old classical colleges was to educate the students to think. Is this enough? With over 50 per cent of the 1970 Arts graduation class unemployed, I ask again, is it enough?

I am convinced that the "sheer joy of learning" comes after one graduates. When they have proven that they can learn and can apply their knowledge. Only by working do they develop a sense of what is required and confidence in their ability.

Dr. Gardiner cited a case where a pro-

fessor, who grading "P and F", accidentally graded by marks and found that the students still got "A's". I say that this is "bull". How did the professor know who were "A" students if his mark evaluation was "P" or "F". The fact that it is "P" or "F", those students who have to "work their tails off" to pull "A's" or "B's" will never spend the same time on the "P" or "F" course. They will try to get "A" safe, while "P" which may vary in opinion, is nowhere near the objective of "A" or "B".

I agree that the evaluation system isn't the best (especially when the student is penalized by the recording of "F's" instead of having no mark recorded). But the system offered by Dr. Gardiner is so far from a practical one that I believe it's far below his ability as a PhD.

Although the University as a corporation doesn't sound pleasing - especial-

publishers at Sir George

Executive representatives of four prominent Canadian publishing houses will discuss the complexities of book distribution next week at Sir George.

Organized by the Bookstore, the "Distribution of Books" open session will be held Thursday, November 5 at 3:00 p.m. in the Douglass Burns Clarke Theatre. Bookstore manager Margaret MacMurray hopes the event will provide faculty with a clearer understanding of what goes on in the Canadian book business.

Present to field questions from the floor will be B.D. Sandwell, president, Burns & McEachern Canada; Ivon Owen, manager of Oxford University Press; W.E. Matheson, president, Prentice-Hall Canada; and Lorne Wilkinson, vice-president of McGraw-Hill Canada.

letters

ly to those who are inefficient or resting on their long term tenure with the university, the time is fast approaching when the university will have to regulate the flow of certain faculties in accordance with the market. These are going to be long-range predictions but may be very necessary ones to avoid dumping masses of university graduates in fields where there is little or no employment. Primary principle of survival, remember?

So, let's keep the "joys" until later and get back to the raisin - who knows, maybe the monkeys really enjoyed the raisins! I can only say that I feel a sense of accomplishment and worth and joy when I receive an "A" - that is my raisin and I'm motivated to work for it!! Can you motivate me to work harder in a subject I don't necessarily enjoy?

C. Fife, Arts 3



a manual for happy motoring in the seventies

tony hilton

parking tickets lately? Ever wonder if the air outside your car smelled any better than the air inside? Have you ever turned your engine off and coasted, but had to turn it back on again before you could really feel like a bird? Considered trading in your motorcycle/Mustang/Firebird/ now that you've demonstrated your virility? Do you agree that plain old human sweat (but not the nervous prostration kind) can do more for interpersonal relations than the aftershave that gives you a headache and makes you "smell" like someone (everyone?) else? Remember the Provos and the white bicycles?

brand new bicycle. If it will make you feel better you'll be envied by children. (Let them ride it). But you must make this choice: you could:

(a) decide to spend a year in research on bicycles before buying one. The Spring 1970 issue of the Whole Earth Catalog (p. 111) has a variety of advice plus a list of sources for more info including:

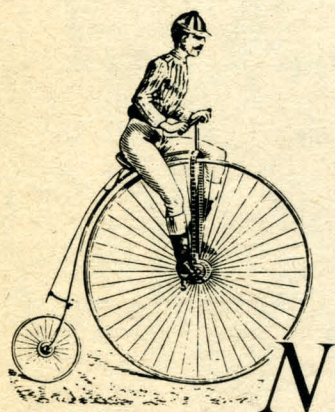
Bicycling! (monthly magazine)
H.M. Leete & Co.
256 Sutter Street
San Francisco, Calif. 94r08

Complete Handbook of Cycling (\$2.10) from:
Big Wheel Ltdl
Dept. K
310 Holly STREET
Denver, Coloradom80220

or (b) Cough up nearly all of your eight months' bus tickets and get a light-weight European "touring" bike. With which you lack familiarity?

First of all it is not a racing bike even though it may look like one, superficially (these will run you 20 to 30 months' worth of bus tickets). But that is what it looks like: handlebars that curve down; 10 or 15 speeds using "Derailleur" gears (system by which chain can be flipped from sprocket to sprocket); thin tires; narrow seat (you get used to it); hand brakes (get only the kind with center pull rather than side pull) - (This kind of brake doesn't work well in the rain, but all you have to do is go a bit slower). Happily, with this type of bicycle you can do a number of unexpected things: for one, you can commute very long distances with little effort (thanks to range of gears) and at considerable speed (Van Horne via Park to Sir George by bike would be 20 to 25 minutes which is faster than bus/metro and slightly slower than automobile; maybe the same as automobile with rush-hour traffic jams). Second, you can get all the exercise you need either by switching to a harder gear or by swinging up to Mt. Royal. The first attributes are, naturally, the basis for the increasing popularity (N. America) of bicycle tours in the countryside. You put yourself and bicycle aboard a train to get outside the city limits quickly (or to top of mountain if you are in the Rockies) and hop off whenever the scenery looks appealing. You don't need to be group-minded to do this, either.

Below, Tony Hilton puts forward several suggestions on the purchase, maintenance and driving of bicycles. The writer, who commutes by bike, is an assistant professor in the Department of Psychology.



Now that you are so anxiety-ridden about pollution that you rarely read the newspapers; and are so guilt-ridden about exercise that you refuse to watch football games; and are wildly enthusiastic about Buckminster Fuller's World Game even though you're not sure how to play; you are obviously ripe for a suggestion. If your immediate response to this is "no" please try to answer some of the following questions positively:

Have you ever wondered how you could get anywhere in the city without walking and without forking over your hard earned pennies? Ever speculated as to the income necessary to park a car downtown daily? Had a few



ot, alcohol, or mind tranquilizers could probably take care of some of the above situations, but the vehicles illustrated in the accompanying photos represent a truly all-purpose utensil. And egalitarian. A second-hand bicycle can be bought for what? A week's worth of bus tickets? A month's worth? In Montreal it can be ridden from April through November, barring eccentric snow-storms. Equals \$80 in bus tickets? \$100? There are a number of minor quandaries, calculations, choices to be made by anyone faced with the bicycle lust. To avoid total rejection of the problem, do the following without argument.

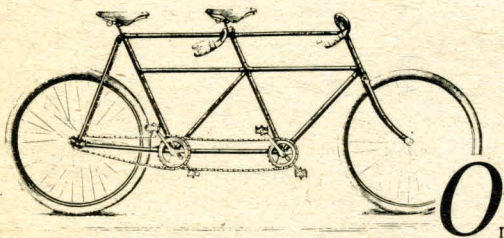
1. Spend one week trying to locate a second-hand bike. This being autumn, lots of people will be wanting to unload their current model to avoid storage problems, to get a quick buck, or to help you out. If you find one, buy it. Can always unload it in the spring when the big rush hits. Ignore sex differences in bikes since they all have two wheels and go forwards if not backwards.

2. If you can't find one in that length of time, you are faced with laying out some portion of eight months' worth of bus tickets (don't buy anything that you can't pay for with that season's alternate transportation costs) for a

Don't try to buy this rig at Eaton's, etc. Instead go to a place that specializes in European bikes and will also have the spare parts and repair depts. In Montreal there must be a number of such places (cf. Pages Jaunes). Two examples (although not necessarily better or worse than others you might find) are Baggio's on St. Laurent, near Belanger, and Quilicot's on St-Denis, near Ontario. There are many brands (Mercier, Torpado, Gitane, Garlatti, etc.) but I suspect that closely priced models are very similar in quality. This kind of bicycle has been around long enough for most of the bugs have been worked out, given the limitations of a particular price level. Between \$90 and \$110 there is an enormous cluster of good models for the commuter.

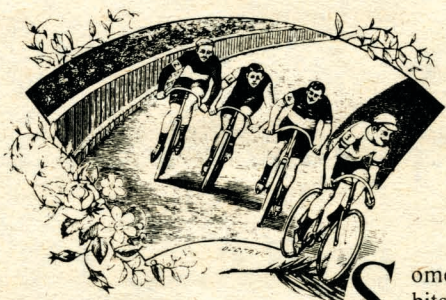
Additional items according to taste:

- Toe-clips increase power-efficiency, but you may not want them in Montreal traffic.
- You can make up your own chain and padlock out of a hardware store (wrap the the chain in old piece of cloth, make the chain long enough to go around large lampost).
- Saddlebags or other carrying devices (not legal to have two humans on one bike in Montreal area).
- Rear-view mirror useful if you absolutely must travel a stretch of rush hour traffic that is both heavy and fast (sections of Côte-des-Neiges, Park Ave., Sherbrooke). Most bad routes can easily be detoured via back alleys, fields, and other paths that are unorthodox for a car. (Someone ought to draw up a series of maps.)
- light-weight slickers (jackets and pants) make rain no problem.
- Devices to make you visible. The fluorescent vests used by hunters and highway workers are good.
- Clips for pant legs (two).



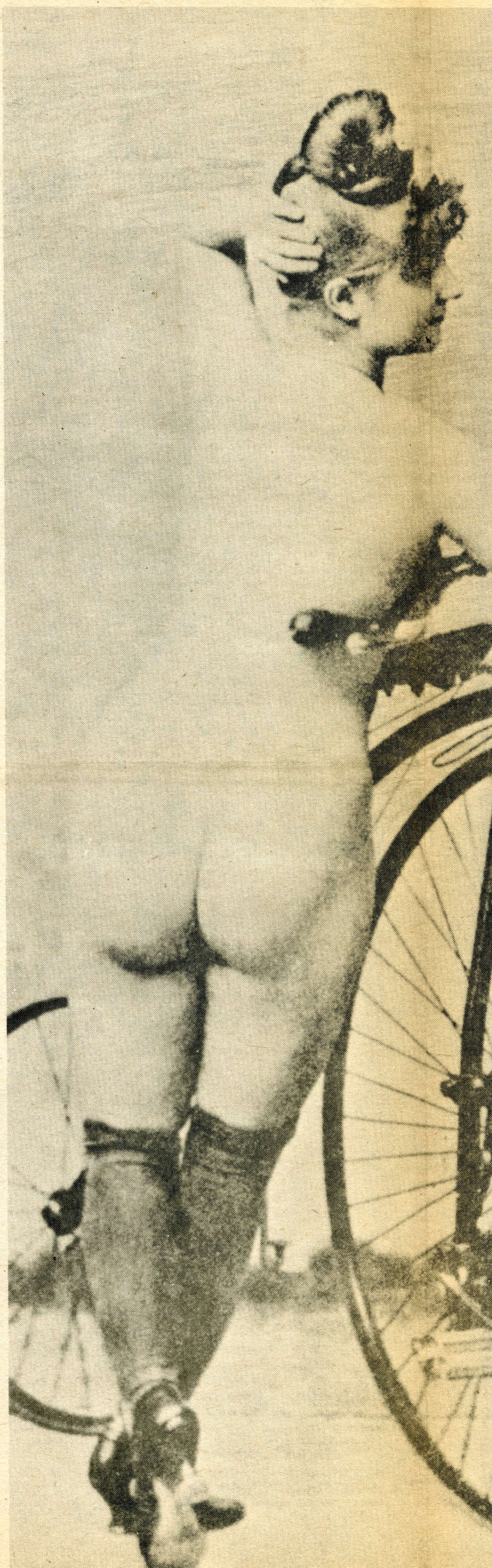
One odd fact is that many people simply don't know how to ride a bicycle, especially a slightly complicated one. Do the following. Practice in area that is flat and lacks heavy traffic (and lacks other cyclists that are younger, more adept than you, and who laugh at you - otherwise, simply, grit you teeth). Learn how to gear up and down without

looking at gear levers. In order to gear down prior to going up a hill, first obtain some momentum in the high gear; then *ease up on the pedals pressure* while you change gears; do all that **BEFORE** the hill is so steep that you lose speed. Gearing up to a higher gear (for going down hill) requires similar lack of pressure on pedals, but is easier operation. With practice learn how to gear into the intermediate gears on the rear sprockets (- things with teeth c gears); stopping the shift lever between gears leads to crunches, etc... as chain tries desperately to achieve comfort. Examine (or have your dealer point out to you) the screws which are used to adjust the derailleur gear shift system. They should be set so that the chain can be shifted all the way to the extreme sprockets, but *no further* (don't want chain to come off or to get tangled up in wheel spokes). To adjust them, turn bike upside down.



Some other bits of tentative wisdom.

1. BICYCLES DON'T MAKE NOISE. Which means that it is very easy to ambush pedestrians who have been conditioned to be relaxed as long as they can't hear any cars coming. **FACE IT:** You will have enough enemies in the automobile industry and in the Mustang set (cognitive dissonance) without getting pedestrians against you as well. So (a) be prepared to stop; (b) learn to whistle; or (c) buy a cow bell, horn, squeaker.
2. Montreal traffic is not dangerous if you do things properly. **DO NOT RIDE CLOSE TO THE SIDEWALK;** rather, get into the middle of the (right hand) lane. That way, cars don't try sneaking between you and the adjacent car, thus forcing you into the ditch, they may get irritated and honk, but they won't deliberately run you down (99.44%). On the other hand if you do have to provide some extra room for a car on your left, you still have the extra space on your right to do it.
3. Don't try to perform fancy manoeuvres in the traffic patterns until you have had lots of practice. Don't let the grocery delivery bikes make you feel self-conscious. They are, after all, the acknowledged professionals of the field.



4. Be prepared to stop quickly at intersection in case a car is in a rush to make a right hand turn. Watch out of the corner of your eye for cars coming up on the left.

5. The most dangerous cars are NOT taxis, contrary to popular establishment opinion. But there is a class of sports car or pseudo-sports car which may very well be. Guerrilla warfare?

6. Bicycle paths/lanes: ought to have some; harass the newspapers, alderman, mayor.

7. Parking: anywhere it won't get stolen; in new York this a serious problem (bikes can be easier to swipe than a car) but may not be yet in Montreal. However, a touring bike is light enough to be put on your shoulder and lugged up three flights of stairs to your apartment with no difficulty. Keep it in your office, bedroom. (I'm absolutely confident that Sir George would be happy to provide all the necessary bicycle parking space in the garage for students, faculty, and administration alike). In a busy shopping area, chain to lamp post.

8. Some recommend registering bikes if you are using them for commuting (\$1.00).

9. All laws applying to cars apply theoretically to bikes; again, study the procedures of grocery bicyclists before getting hot-shot yourself. At the moment it is illegal to bicycle on the paths of Mt. Royal or on many of the bridges into Montreal (Jacques Cartier, Champlain).

10. Upkeep. (1) have your dealer do it (in winter). (2) Do it yourself, in which case: buy a book; see your dealer (some dealers are more helpful than others) or ask someone already using a bicycle. A few points are:

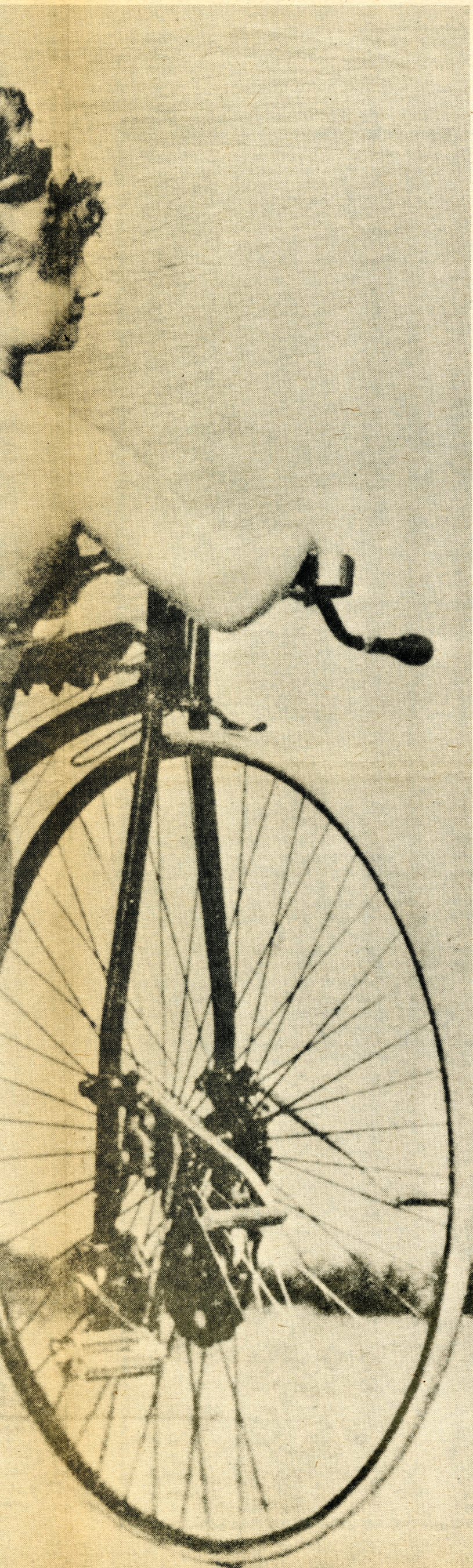
- Use a graphite liquid (not powder) on chain; kind where the liquid evaporates enough to eliminate a sticky surface for collecting grit. If you use oil, even light oil, you will have to remove and clean chain more often. (Need a \$3.00 tool for this).

Varsol is a good solvent for all cleaning: just soak, brush, or wipe and let stand to evaporate. Then apply the appropriate lubricant: white grease (auto supply store) for bearings: ultra-fine oil or graphite liquid elsewhere. If taking something apart to clean, make an exact drawing of how it came apart so that you can put it back together same way. Don't lose ball bearings! Don't over-grease bearings to point where it squeezes out. Most things need cleaning once a year (wait until winter). More often if you have the inclination. No need to clean everything in one operation.

Flat tires are never a problem even on roughest roads, as long as you make sure when you buy the bike that the inner tubes are not subject to any abrasive surface on the metal rim (e.g., spoke attachments); if in doubt, take wheel apart (easy) file down rough spots;



The question of up-keep raises again the inhibition-due-to-sex-role problem. If women can wash dishes they certainly are capable of washing grease off a piece of metal. So that all of the above advice applies to them. Not that they should be the ones to clean up their husbands'/boyfriends' bicycles, either, of course. Perhaps that would not be a frequent issue. But one thing that does often happen (I've noticed) is that a family will decide to get outfitted with bicycles as a grand gesture of togetherness; but while the husband has a nice new fancy sporty model with millions of gears, the wife is stuck with a much more modest article - either because the finances were not distributed properly (!) or because that was all she could find that had the "Women's Bicycle" feature of V-shaped frame. While I know of no rigorous study on the topic, there is ample anecdotal evidence that there are no *anatomical* reasons why women cannot ride the standard "Men's" touring bike (just as men can operate the standard Women's bike). Clothing could present a problem, but who wears evening gowns to work? A midi skirt is OK as long as it unbuttons front and back; if it unbuttons only in front, then it should be removed and put back on after reaching destination (should fit into average saddlebag). Mini skirts are about as much of a problem here as on a motorcycle, which is, of course, zero (!). Since nobody here is likely to ride a bicycle from December through March, heavy coats are irrelevant, unless our new mayor can be induced to institute special bike racks on the Metro. Think about it. ■



These documents have been sent by the Principal to the academic and administrative officers as well as to the presidents of SGWAUT, the SA, the ESA and the GSA. An accompanying memorandum states that University Council has authorized their distribution in advance of its November 27 meeting, so that they can be discussed throughout the University. Any comments on them should be forwarded to University Council.

In some ways the proposals represent a return to the situation before the Code of Student Behaviour was enacted, to the concept that it is the responsibility of senior administrators to handle disciplinary matters that come within their jurisdiction. However, this position is modified by the appointment of an ombudsman and the establishment of a court of appeal outside the University for any case where the penalty is suspension, expulsion or dismissal.

Under the present code we have a system in which student discipline is diffused through a network of councils, courts and committees appointed by the University community, allied with an attempt to define in specific terms both offences and penalties. This system does not appear to have won the active support of the University, and any effectiveness it does possess depends on the willingness of students and others to serve on its various tribunals, a willingness now in doubt. Also, its provisions relate only to students.

The proposed Code in the Socio-Academic Area was drafted by the Joint Committee on University Affairs, a body on which students, faculty and administrators were represented equally. The JCUA had been charged by University Council with the task of studying the Code of Student Behaviour to determine whether it could be developed into a University-wide code, and came to the conclusion that what was in fact needed was a new approach. The working paper on the ombudsman was submitted to University Council as an integral part of this new approach. The proposed regulations for academic evaluation and academic offences were developed subsequently to replace the academic sections of the original student code as part of the total refurbishing.

One criticism levied against the Code of Student Behaviour has been that it was introduced without the University community having sufficient opportunity to discuss it and pronounce upon it. The Principal has made it clear that so radical a change as is now proposed cannot be implemented until there has been ample opportunity for debate, and will not be implemented unless there is a University consensus.

Because it is important that not just those who sit on official bodies have the opportunity to express their views, the columns of Issues & Events will be open to all students, faculty and administrators who wish to comment on the documents we publish today.

Socio-Academic Area

general

The Code of Student Behaviour was promulgated on the assumption that the best method to assure fairness, impartiality and justice in the realm of discipline was to have an elaborate set of offences and procedures. Our experience with the Code has shown that such is not the case. The adoption of such a set of elaborate rules results in a system that is cumbersome, rigid and formalistic, and in fact makes it more difficult rather than easier for those subject to it to obtain justice. Moreover, the administration must assume its responsibilities in the realm of discipline, subject to its obligation of assuring fairness, impartiality and justice.

In the light of these considerations, we recommend the abolition of the Code of Student Behaviour with regard to socio-academic affairs, and a return to a system in which disciplinary matters are handled by members of the administration according to the procedures set out below, subject to an effective mechanism for appeal.

Equally important in the system we propose is the creation, of the office of ombudsman, this office to be filled by one who enjoys the confidence of the University community as a whole. Anyone would be free to lodge an informal complaint with the ombudsman, and he would be free to inquire into any matter thus brought to his attention, in an attempt to conciliate

the parties or to bring a remedy to any unjust situation. It is hoped that intervention by the ombudsman in a variety of situations would resolve problems before they have gone too far, and would keep to a minimum the number of situations in which formal disciplinary action has to be taken by the administration.

Further, our assignment from University Council was to endeavour to develop a code that would be university-wide, covering faculty and administration as well as students. We believe that what we propose here can fulfill this requirement, and would suggest therefore that the need for maintaining the present Procedure for Dealing with Complaints against Faculty Members be reviewed. Similarly, we have, we believe, included in this document the essential elements of the proposed Procedure for Handling Complaints against Administrative Personnel.

Situations can arise in which immediate administrative action may be required to protect the proper functioning of the University, the procedures set out in this document notwithstanding. But such action will not preclude the subsequent application of these procedures or the intervention of the ombudsman.

The statement of Rights and Responsibilities which now follows is intended to provide a framework for the identification of offences in the socio-academic area. Essentially, any infringement of the freedoms required to preserve a true university community can constitute grounds for a complaint or a charge. We do not believe that a more detailed definition of specific offences is either necessary or desirable.

rights and responsibilities

The University is a community composed of three elements - faculty, students and administrators - dedicated to the pursuit of truth and the advancement and dissemination of knowledge. All members of the University must be concerned with the preservation of the freedoms essential to these purposes: the freedoms to teach; to engage in research; to create; to learn; to study; to speak; to associate; to write and publish. Rights and responsibilities emanate from these definitions; the rights cannot be maintained unless the responsibilities are accepted.

The University is a dynamic, not a static body; it must be in the forefront of change. But freedom and progress require that the University be preserved from both external constraint and internal disruption. The University cannot accept either the repression of minorities or the forceful denial of the rights of the majority. Mutual consideration, restraint and tolerance are vital if the advantages of teaching, research and study are to remain available to all members.

All members of the University are fully subject to the laws of the land; they do not have a status separate from other citizens. Similarly, they enjoy the same recourse to the protection of the law with regard to both fellow members of this community and the University as a corporate entity. The University, itself, can act both on conduct that falls under the law and on that which does not.

Each individual member of the community has rights, as does the University as a corporate whole. The individual can exercise his own rights only to the extent that those of his fellows and of the community are respected. The protection of such rights requires the acceptance of certain personal responsibilities and in particular the refraining from: destruction of property; invasion of premises; violence and the incitement to violence; assault and the threat of assault; libel and slander; discrimination against any person on the basis of race, colour, creed or ethnic origin; disruption of classes or meetings; prevention of free access to or egress from University property.

procedures

These procedures are applicable when there has been an apparent infringement of the rights of an individual member of the University community, or a group of members, or the community as a corporate whole.

As noted above, they are based on the assumption that an ombudsman will be appointed, and every effort will be made to settle complaints and conflicts through a process of conciliation without recourse to formal procedures or hearings. Further, the ombudsman will be kept continually informed of the progress of any proceedings and may, if he wishes, assist at any investigations or hearings. The procedures are also based on the assumption that the application of disciplinary measures within the University is an administrative function subject to a clearly defined right of appeal.

Procedures will be set in motion upon the lodging of a formal complaint. Such a complaint must be made in writing, and must be signed by the complainant. The allegations must be stated with precision, including specific details as to date, time and place. The complaint must be submitted to the appropriate authority within a reasonable delay, and in no case more than three months after the event, action or decision complained of.

The appropriate authorities to whom a complaint must be made are defined as follows:

1. the Chairman of the Board of Governors in the event of a complaint against the Principal;
2. the Principal in the event of a complaint against a Vice-Principal or a member of the Principal's staff;
3. the Vice-Principal responsible in the event of a complaint against an individual reporting directly to him;
4. a Dean or the Head of an Administrative Department in the event of a complaint against an individual within his sphere of authority.

In the event of a complaint against a student by a member of the administration or faculty, the appropriate authority is the administrator in the above list in whose immediate jurisdiction the incident that gave rise to the complaint occurred. A copy of the complaint must also be sent to the Dean of Students who may intervene in any way he deems desirable. If the complaint is lodged by one student against another, the Dean of Students is the appropriate authority to receive it and act on it.

If one of the members of the University administration named above wishes to lay a complaint against an individual who comes within his own jurisdiction he will address himself to his own immediate superior.

The appropriate authority will acknowledge the complaint as expeditiously as possible. He will send to the person against whom the complaint is made a copy of both the complaint and his acknowledgement. If the complaint is against a student, the acknowledgement will be sent as well to the Dean of Students.

It will be the responsibility of the appropriate authority to investigate the complaint in whatever manner he considers most suitable, whether personally or by assignment to other members of the University community. If he concludes that the allegation has been proved in whole or in part he will impose whatever sanction he deems appropriate in so far as it falls within his own jurisdiction, or recommend such sanction to those who have the power to implement it. Thus, a student can be suspended or expelled from the University only by action of the Principal, and any such recommendation must be forwarded to the Principal, who will implement it as he sees fit. Official procedures for sanctioning members of faculty or the administration must also be conformed with, including those written into the tenure regulations.

The appropriate authority must communicate his decision in writing to the complainant, the person complained against, the Dean of Students if a student is involved, and the administrator to whom he, himself, reports. The Chairman of the Board of Governors will report to the Board as a whole.

Both the complainant and the person complained against have a right of appeal to the Board of Governors. Either party wishing to avail himself of the appeal procedure must deliver a signed and written statement within fourteen days of the rendering of a decision to the Treasurer as Secretary of the Board of Governors. The appeal can be laid against either the decision or the sanction imposed. The written notice must state in clear and precise form the grounds on which the appeal is based.

Should the appeal be lodged by the complainant, or should it be lodged by the person complained against in a case where the sanction imposed is less than suspension, expulsion or dismissal, the Board of Governors will decide whether to deal with it directly or to set up a review board. The findings of the Board of Governors, itself, or of the review board will be final and binding.

Should the person complained against wish to lodge an appeal in a case where the sanction imposed is suspension, expulsion or dismissal, he may ask either that the appeal be dealt with according to the procedure set out in the above paragraph or that it be referred to a tribunal of three lawyers, not otherwise in the employ of the University.

The three lawyers will be appointed by the Chairman of the Board of Governors from a panel of 15 named on an annual basis. Of the 15, three will be named by the Administration, three by SGWAUT, and three each by the SA, the ESA and the GSA. If a student has been sanctioned, at least one of the lawyers must be one of those whose names were submitted by the appropriate student association; if a faculty member has been sanctioned, at least one of the lawyers must be one of those whose names were submitted by SGWAUT. The tribunal will report to the Chairman of the Board of Governors. Its findings will be final and binding.

Wherever reference is made in the above procedures to an official of the University, and the person referred to is not available, the person who is officially replacing him will carry out the procedures.

Role of Ombudsman

The Joint Committee on University Affairs has devoted some attention to the nature of this position and has studied a number of reports from universities that now have ombudsmen on campus. We feel that before the appointment is made, a detailed analysis should be undertaken of these experiences and their re-

levance to the Sir George Williams University situation, since the terms of appointment, the functions and the methods of operation all require careful delineation.

In particular, however, we recommend the following:

1. The status and experience of the ombudsman. In general, we recommend that he should have the status of a tenured member of faculty, and should probably be appointed from the present faculty.
2. The number of ombudsmen. We recommend that at the present time there be one ombudsman appointed.
3. The area of operation. Our assigned task was the socio-academic, but to be truly effective an ombudsman should probably have a much wider mandate. We therefore recommend that the Sir George Williams University ombudsman operate on a university wide basis.
4. Chain of command. We recommend that the ombudsman report directly to the Principal.
5. Extent of charge. There is some question as to whether the position should be full-time or carry a reduced teaching and/or research load.
6. Duration of appointment. We recommend that an appointment be made for a minimum of three years.
7. Method of appointment. The nature of consultation with the University community on the appointment has to be defined as well as the appointing authority.
8. The extent of initiative. The ombudsman would normally act only on cases or problems referred to him. However, he should be able to take up matters on his own initiative. He should not only be concerned with individuals and their grievances, but with policies and practices.
9. Relationship to disciplinary procedures. Although not part of the disciplinary process the ombudsman should have access to all disciplinary enquiries and hearings.
10. We recommend that the ombudsman have access to all records, reports, etc., except those containing confidential information about individuals which cannot be released by officers of the University by virtue of the ethics governing professional practices (i.e. medical records, guidance and counselling records, etc.). It must be clearly understood that enquiries must be related to cases under consideration by the ombudsman.
11. Power of action. We recommend that the ombudsman have no power of direct action but present his proposals to those in authority up to and including the Principal as he sees fit.
12. Record keeping. The ombudsman should keep adequate and confidential records of all cases that are considered and handled by him.
13. The ombudsman should provide any individual who has sought his services with a written report on his disposition of the case. He should also report at least annually to the University community.

Academic Evaluation & Academic Offences

Evaluation

Two alternative methods for handling academic evaluation are set out below. The first requires the appointment of a moderator for each course in a department. The second accepts and codifies present procedures, namely the appointment of a re-reader for each application. Each chairman will decide which system is more suitable for his own department, and will so inform the Dean of his Faculty. He will also be responsible for ensuring that an appropriate person is always available to carry out re-reads within the time period established.

appointment of course moderators

1. A moderator will be appointed by the department chairman for each course the department offers.
2. The moderator for a course will normally be named from within the University, but should have no responsibilities in the presentation of the course. However, there may be special circumstances which require the appointment of a moderator from outside.
3. To cover adequately multi-sectional courses it may be necessary to appoint several moderators.
4. The responsibilities of the moderator will be:
 - a) To be aware of the objectives of the course and its evaluation procedure prior to its presentation;
 - b) To be aware of the formal examination paper(s) of the course before the date(s) of the examination(s);
 - c) To attend all formal oral examinations in the course;
 - d) To re-read all work representing a major part of the final mark in the course in the event of a candidate applying for a re-read in it.

appt. of re-readers

1. A re-reader will be appointed by the chairman of the department on the receipt of an application. He will normally be named from inside the University, but may be named from outside.
2. The re-reader will make himself aware of both the nature and structure of the course and the characteristics of the particular examination.

re-reading of exams and re-evaluation of grades

The following procedures will govern the re-reading of examinations whether final or supplemental and the re-evaluation of grades:

1. Any application for a re-read or re-evaluation must be made to the Registrar;
2. An application must be made within 14 days of the release of grades;

3. The application must be submitted to the Registrar's office, and should be presented on the special form obtainable there. It must specify the nature of the re-read or re-evaluation claimed - e.g. for examination or course, and the grounds for the application. The Registrar may require further explanation from the student;
4. The application must be accompanied by a fee of \$10.00, which is refundable if the grade is raised;
5. The Registrar will file the application, and send copy to the chairman of the department concerned so that the re-read or re-evaluation can be carried out;
6. The chairman of the department will then have the re-read or re-evaluation carried out by the course moderator if one has been appointed and is available, or by a re-reader if a moderator has not been appointed or is unavailable;
7. The re-read or re-evaluation will be carried out privately, not in the presence of the applicant or his representative;
8. When the moderator or re-reader has completed the re-read or re-evaluation he will return the work that he has re-read or re-evaluated to the chairman with his own grade;
9. If the moderator or re-reader agrees with the original grade, the chairman will return the paper or papers to the Registrar with a statement to this effect;
10. If the moderator or re-reader changes the grade, the change should be confirmed by both the instructor who gave the original grade and the chairman before the material is returned to the Registrar;
11. If the original instructor disagrees with the change, the decision as to what grade is to be given devolves on the chairman of the department, who will indicate this fact in his statement to the Registrar;
12. The Registrar will inform the appellant of the re-read or re-evaluation decision;
13. A grade can be either raised or lowered by a re-read or re-evaluation;
14. The re-reading or re-evaluation procedure should normally be completed within 21 days of the receipt of an application;

15. Either a moderator or a second member of faculty must be present at any formal oral examinations. Application for a re-read or re-evaluation will be referred to the moderator or the member of faculty who was present at the oral;
16. There is no further appeal once a re-read or re-evaluation decision has been rendered;
17. An application for re-evaluation of a course grade may be refused if the student has not either handed in two copies of all term papers to the instructor or left the original papers with him;
18. Department chairmen are responsible for ensuring that examination scripts are available for re-reading.

notes

1. In order to limit the number of re-read or re-evaluation applications, any faculty member who has papers graded by a teaching assistant will personally check all failing papers as well as papers close to the border-line for grades or classes before submitting the results.
2. The Student Request Committees of the various Faculties will not be involved in re-reads or re-evaluations.

challenges to nature, contents or conduct of a course

1. If a student wishes to challenge the nature, contents or conduct of a course he must send a signed statement to this effect to the Dean of the Faculty concerned.
2. This statement must include a detailed presentation of the challenge or complaint.
3. It is held to be the responsibility of the Dean to deal with challenges of this nature, and there is no formal appeal against the decision of the Dean.

incomplete papers

1. Incomplete papers must be completed by August 1 for the winter session or November 1 for the summer session, or by an earlier date if this date is acceptable to both the instructor and the student.
2. A later date will be acceptable only for medical reasons, duly attested to by a physician.
3. Only an 'S' grade will be granted, except where there are valid medical reasons for the delay in submitting the original paper.

CODES



Offences

cheating during an exam

1. Information relevant to the definition of 'cheating during examinations' will be included on the cover of all Sir George Williams University official examination books as follows:

CAUTION: Candidates accused of any of the following dishonest practices will be removed immediately from the examination room and be liable to the penalties set out in the Regulations on Academic Evaluation and Academic Offences.

a) Making use of another candidate's script or of any books, papers, memoranda, other than those approved by the examiners. (Students are advised not to bring any unauthorized material into the examination room. Any such material that is in their possession must be deposited at the front or rear of the examination room. Purses must be placed under the chair. Only the material specified on the examination paper may be placed on the desk, e.g., no cigarette packages, match-folders, candy papers, etc.)

b) Speaking or communicating with other candidates for the purpose of obtaining or providing assistance during the writing of the examination.

c) Exposing written papers to the view of other candidates.

2. Further to this, every examination paper will be headed by the following formulations, the blanks to be filled in by the examiner (positively or negatively);

1. Materials allowed
2. Special instruction

Item (1) covers such things as text books with notations, text books without writing of any kind, slide rules, etc.

Item (2) covers information about the length of the examination, permission for students to work together, etc.

procedures & sanctions

1. Any student charged with cheating will be so informed by the invigilator at the time of the detection of the offence, and be removed from the examination room.

2. In the examination office, the invigilator will permit the student to complete the examination, allowing him to make up any time lost through the incident.

3. Immediately after the examination the invigilator will take all the documents concerned - the completed paper, any evidence he has obtained and a statement of the circumstances including the relevant times - to the Dean of the Faculty.

4. The Dean will summon the student to his office and ask him whether he is guilty or not. If the student admits guilt, the Dean will apply a penalty according to paragraph 11 or 12.

5. If the student states that he is not guilty, the Dean will offer him the choice of a hearing by the Dean, himself, or by a standing committee of the Faculty Council.

6. The standing committee of the Faculty Council will be composed of one faculty member and two students, day or evening according to the division in which the student is registered.

7. The members of this committee will be appointed by the Faculty Council, and student members must possess the qualifications to be named to the Faculty Council.

8. The invigilator and the student must be present at any hearing.

9. If the student is found guilty, he may appeal to University Council against this finding.

10. University Council will hear the appeal, itself, or refer it to an appellate committee of three members as it judges fit.

11. A student pleading guilty or found guilty of 'cheating during an examination' will lose credit for all the courses taken that academic year for which examinations are held subsequent to the offence as well as for the course during the examination for which the offence was committed. He will also be subject to suspension from the University for an additional academic year.

12. A student who is found guilty of cheating a second time will be expelled.

13. A penalty of suspension or expulsion is subject to confirmation by the Principal.

plagiarism

1. Every student who plagiarizes is guilty of an offence. Plagiarism is defined as the submission of material from another source without due reference to its authorship, whether such material is from a published work, another student's work, or the work of any other individual, with the intention of representing such work as one's own.

unacceptable submission

1. Work submitted for one course may not be submitted for another course without the consent of the instructor of the latter course. To submit such work without consent is an offence.

procedures & sanctions

1. If an instructor has reason to believe that an offence falling under Plagiarism or Unacceptable Submission has been committed, he will immediately inform the student concerned and discuss the circumstances of the case with him.

2. After such discussion, the instructor may either decide no action is necessary, or require an appropriate sanction such as the rewriting of the piece of work in question, or refer the case to the Chairman of the Department.

3. In the latter case, the Chairman of the Department will as soon as possible review all the circumstances with both the instructor and the student. He may decide that no action is necessary, or that an appropriate sanction referred to in para. 2

is required, or send a formal charge to the Dean. The formal charge will be accompanied by a written statement by the instructor on the nature of the offence together with all relevant material.

4. Immediately on receipt of such a charge, the Dean will summon the student to his office and ask him whether he is guilty or not. If the student admits guilt, the Dean will apply a penalty according to paragraph 11 or 12.

5. If the student states that he is not guilty, the Dean will offer him the choice of a hearing by the Dean, himself, or by a standing committee of the Faculty Council.

6. The standing committee of the Faculty Council will be composed of one faculty member and two students, day or evening according to the division in which the student is registered.

7. The members of this committee will be appointed by the Faculty Council, and student members must possess the qualifications to be named to the Faculty Council.

8. The instructor and the student must both be present at any hearing.

9. If the student is found guilty, he may appeal to University Council.

10. University Council will hear the appeal, itself, or refer it to an appellate committee of three members as it judges fit.

11. A student found guilty or pleading guilty to a charge under Plagiarism and Unacceptable Submission will lose credit for all courses in that year which are uncompleted at the time of the offence, including the course in question. He will also be subject to suspension from the University for an additional academic year.

12. A student who is found guilty of a second offence under the same section will be expelled.

13. The penalty of suspension or expulsion is subject to confirmation by the Principal.

general notes

1. Wherever reference is made in these regulations to the Registrar, Dean or chairman of department, and the person referred to is not available, the person who is officially replacing him will carry out these procedures.

2. All charges and appeals will be heard as expeditiously as possible, and all decisions will be rendered within a reasonable delay.

3. Any member of the University community involved in these procedures will have a right of access to the ombudsman at any stage.

SGWU / THIS WEEK

thursday 29

CONSERVATORY OF CINEMATOGRAPHIC ART: "A nous la Liberté" (René Clair, 1932) at 7 p.m.; "Young Aphrodite" (Nikos Koundouros, 1964) at 9 p.m. in H-110; 50c for students, 75c non-students.

HILLEL: Modern dance and mime with Marty Plaine, 7 p.m. at 2130 Bishop.

FRENCH 201 - SECTION TV: Channel 9 at 7 and 8:30 a.m., 10:30 p.m.

BIOLOGY CLUB: Meeting at 1 p.m. in H-420.

WEISSMAN GALLERY and GALLERY I: "André Bieler: 50 years" - 66 works spanning the 72 year old artist's career, through November 7, 11 a.m. - 9 p.m. Monday through Friday, 11 a.m. - 5 p.m. Saturday.

GALLERY II: National Gallery's "The Photograph as Object" through November 7.

friday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: Director Roberto Rossellini will be on hand to present his film "India" (1957) at 8:30 p.m. in H-110; 50c for students, 75c non-students.

CUSO INFORMATION: Peter Royle, field staff officer in Sabah (Asia) will be available to discuss teaching opportunities overseas; from 1 - 2 p.m. in H-615.

FACULTY CLUB: Covens assemble at 6:30 p.m. for a full evening of fun and games; costumes encouraged, masks mandatory.

HOCKEY: Sir George vs Dalhousie, 8 p.m. at McGill arena.

FOOTBALL: Sir George vs U of M, 8 p.m. at Verdun stadium.

ENGINEERING FACULTY COUNCIL: Open session starting at 3 p.m. in H-769.

saturday 31

CONSERVATORY OF CINEMATOGRAPHIC ART: Director Roberto Rossellini will introduce his film "Les Apôtres" (1968) at 8:30 p.m. in H-110; 50c for students, 75c non-students.

SOCCER: Sir George vs C.M.R., 2 p.m. at St-John.

HOCKEY: Sir George vs Dalhousie, 8 p.m. at Loyola arena.

COMMISSION OF INQUIRY INTO THE NON-MEDICAL USE OF DRUGS: Public hearing in gallery 4, Queen Elizabeth Hotel, 9 a.m. - 5 p.m.

sunday 1

E.S.A. FILM: "Long Days Journey Into Night" with Katherine Hepburn at 8:30 p.m. in H-110; 99c.

monday 2

GARNET SINGERS: Meeting 5-6 p.m. in H-513; everyone welcome.

tuesday 3

WORKING WOMEN'S ASSOCIATION OF S.G.W.U.: Meeting at noon in H-615.

FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7 and 8:30 a.m., 10:30 p.m.

POLITICAL SCIENCE SOCIETY: General E.L.M. Burns, commander of the United Nations' emergency forces during the Suez crisis of 1956, will speak on "Problems of Peacekeeping in the Middle East" at 1:30 p.m. in H-635.

wednesday 4

GEORGIAN FILM SOCIETY: Some movie or other in H-110 from noon to 4 p.m.

STUDENT INTERNATIONAL MEDITATION SOCIETY: Introductory lecture on transcendental meditation in H-435, 2:30 - 4:30 p.m.

thursday 5

CONSERVATORY OF CINEMATOGRAPHIC ART: "Flight of the Graf Zeppelin" (1928) and "Reaching for the Moon" (USA, 1931) at 7 p.m. and "History of Early Thrills" (short) and "L'Age D'Or" (Bunuel, 1930) at 9 p.m. in H-110; 50c for students, 75c non-students.

FRENCH 201 - SECTION TV: Channel 9 at 7 and 8:30 a.m., 10:30 p.m.

BOOKSTORE: "Distribution of Books" session with four Canadian publishers fielding questions in the theatre at 3 p.m.

STUDENT ZIONIST ORGANIZATION: Israeli guest speaker Dona Zohar in H-420, 2 - 4 p.m.

notice

Canadian CROSSROADS International, a volunteer organization bringing together people from different cultures to work and learn, is now recruiting university students to go to Africa, the West Indies, and India.

Participants live and work with students or residents of the local area.

Further information from Mrs. Susan Vince, 879-4398, in N-560.

Send notices and photos of coming events to the information office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon Wednesday for events the following Thursday through Wednesday.



This unidentified man was caught by a photographer while trying to crash a "no pet" security ring around the Norris building.

ISSUES & EVENTS

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